**First-Year Experience**
SLS 1501, Summer B 2012, Section #U15B
Mondays & Wednesdays, 9:30am - 10:45am, Room GL 137

**Instructor**
Jay Sandhouse  
Office: PC 244L  
Office Hours: Monday - Friday  
Phone: 305-348-4540  
E-mail: jsandhou@fiu.edu

**Required Textbooks:**
   (This Common Reading book was provided to you when you attended Orientation).

**Mishna Wolff at FIU:** October 16 at 2pm in WUC Ballrooms (BBC) and October 17 at 12pm in GC Ballrooms (MMC)

**Purpose:** FIU recognizes that a university education takes place both inside and outside of the classroom. SLS 1501 introduces students to the university and promotes and supports academic, intellectual, personal, and social growth and success. The course presents the skills and competencies necessary for first-year students’ transition to the university, including developing effective study skills; understanding University Core Curriculum, major, and career choices; managing time, finances, responsibilities, health, and wellness; developing social relationships and appreciating the diversity of our campuses and communities; and preparing for global citizenship.

**Learning Outcomes**
Students who complete this course are expected to learn:
- Strategies and resources that promote and support academic success.
- The complex issues and choices confronting a college student.
- How to navigate the University environment.
- The basic academic policies, requirements and procedures.
- That diversity and differences should be embraced and celebrated.

**General Class Expectations:**
- Be on time for class.
- It is expected that you attend and participate in class discussion.
- Respect the values and diversities of those around you.
- Please turn cell phones, pagers, and laptops off.
- Prepare for class (i.e. reading material, papers, and projects).
- Dress appropriately (no pajamas, bathing suits, etc.).
- My role as your instructor is to facilitate an environment that fosters learning, participation, and the transition to University life. Students who exhibit behaviors that prohibit this will be expected to adjust their behavior accordingly.
Course Requirements

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**Attendance and Participation (25 points)**
Attendance and participation are mandatory. This includes bringing your textbook and syllabus to every class. Students will be granted only 1 absence during the semester. Each additional unexcused absence will result in a subtraction of 2 points from your final grade. In the event of an emergency, an exemption may be granted, but it is the student’s responsibility to inform the instructor as soon as a conflict occurs. It is the student’s responsibility to complete the assignments given in class and still abide by the proper due dates. Additionally, all students are required to participate in class. Your success in this class will depend on your preparedness, interest, and enthusiasm for this class.

**Common Reading (15 points)**
Quiz (5 points)
Essay (10 points) Select an event or theme from the book that you can identify with, and explain how it applies to your college transition. The paper should be two typed pages in length, double-spaced.

**Readings, Homework, In-Class Assignments & Quizzes (25 points)**
The textbook is both a workbook and a collection of useful readings. It is required that each student purchase a copy of this text. Assignments from the textbook are not to be photocopied or turned in on notebook paper. Only the original copy from the textbook will be accepted. **All homework assignments are due at the beginning of the class period and will NOT be accepted late.**

**Campus Involvement Papers (10 points)**
All students are required to complete 2 campus involvement event papers (i.e. sporting event, speakers, workshops, plays, etc.). These activities cannot be required for another course. The paper must be 2 pages, double spaced. The following are expectations for the assignment:
Students are required to submit a paper for each event. The paper should address the following issues:
- a. Describe the event/activity.
- b. Why you chose this particular activity.
- c. Describe your experience.
- d. How did you benefit/what did you value from your experience.
Career Project (15 points)
Identify a career that you would like to know more about or may have selected as a college major. Write a paper (list references, minimum four pages of text, typed, double-spaced plus a title page) that covers the following areas:

- What are the duties and responsibilities of this field?
- What is the nature of the job? Describe a typical workday. What tools or equipment are used?
- How much is generally earned? What is the earning for beginners versus experienced individuals?
- What are the work conditions? For example, what are the work hours and physical environment? Are you susceptible to injury and/or illness?
- What type of training, educational experience, or qualifications are required? Specify degrees, licenses, or certifications.
- What personal skills and abilities do you need for this kind of work?
- What is the demand for this career in today's job market?
- Based on your research on this career, do you think you would like or could learn to do this kind of work?
- Does FIU offer a program of study in this area?

Resume Preparation (10 points)
Each student will prepare a professional resume based on their career objectives. The resume will be created using the resources provided by the university, the internet and classroom discussions.

Evaluation:
Final grades for the course will be based on a points system using the following scale:

- (A) 95 – 100 points
- (A-) 90 – 94
- (B+) 87 – 89
- (B) 83 – 86
- (B-) 80 – 82
- (C+) 77 – 79
- (C) 73 – 76
- (C-) 70 – 72
- (D+) 67 – 69
- (D) 64 – 66
- (D-) 60 – 63
- (F) 59 points or less

Early Alert Program
In an effort to help you succeed, students who perform below academic standards in class may be referred to the Undergraduate Education Academic Advising Center for further assistance. This includes students who have not been attending class, submitting homework assignments, or passing quizzes and tests.
Institutional Values: The first-year seminar is intentionally kept at 25 or fewer students, and creating a classroom environment that reflects FIU’s core values is the shared responsibility of instructor and students:

- Truth—in the pursuit, generation, dissemination, and application of knowledge
- Freedom—of thought and expression
- Respect—for diversity and the dignity of the individual
- Responsibility—as stewards of the environment and citizens of the world
- Excellence—in intellectual, personal, and operational endeavors

Academic Misconduct Statement
Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.
## TENTATIVE COURSE OUTLINE
Topics and assignments are subject to change

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<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>June 25</td>
<td>Introductions &amp; Expectations</td>
<td>Reading to be discussed in class: Syllabus Buy the textbook!</td>
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<tr>
<td>June 27</td>
<td>Getting Started: An Introduction &amp; Navigating the University</td>
<td>Read: Chapters 1 &amp; 2 Due: 2.1, 2.2, 2.3</td>
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<tr>
<td>July 2</td>
<td>Studying Effectively and Using the Library</td>
<td>Read: Chapter 3 Due: 3.1, 3.2 July 3: Last day to complete late registration—Drop/Add period ends</td>
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<td>July 2</td>
<td>Presentation by Center for Academic Success</td>
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<td>July 4</td>
<td>Independence Day</td>
<td>NO CLASS</td>
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<td>July 9</td>
<td>Diversity in a Diverse Context</td>
<td>Read: Chapter 8</td>
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<td>I’m Down Reading Quiz</td>
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<td>July 11</td>
<td>On Time &amp; Stress, Stressing, Stressed Out</td>
<td>Reading to be discussed in class: Chapters 5 &amp; 6 Due Today: 5.1, 5.2, 6.1</td>
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<td>July 16</td>
<td>Leadership and Community Standards &amp; Becoming a Global Citizen</td>
<td>Read: Chapters 9 &amp; 10 Due: 9.1, 9.3, 10.1, 10.2 Due: Common Reading Essay</td>
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<td>July 18</td>
<td>It’s All Academic</td>
<td>Read: Chapter 4 Due: 4.1 &amp; bring PDA</td>
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<td>Group Advising Presentation</td>
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<td>July 23</td>
<td>Relationships: Healthy, Harmful, or Hazardous</td>
<td>Read: Chapter 7 Due: 7.1, Campus Involvement Paper I</td>
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<td>Presentation by Victim Advocacy Center</td>
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<td>July 25</td>
<td>Controlling your Finances</td>
<td>Read: Chapter 11 Due: 11.1</td>
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<td>July 30</td>
<td>Maximizing Your Health</td>
<td>Read: Chapters 12 &amp; 13 Due: 12.1, 13.1, 13.2, Campus Involvement Paper II</td>
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<td>Mental Health and Its Impact on Academic Success</td>
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<td>Presentation by University Health Services Center</td>
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<td>August 1</td>
<td>Developing and Managing Your Career &amp; Putting it all Together</td>
<td>Read: Chapters 14 &amp; 15 Due: 15.1, Career Project</td>
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<td>August 6</td>
<td>Career Project Presentation</td>
<td>Due: Summary of Career Project</td>
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<td>August 8</td>
<td>Cultural Exchange</td>
<td>Due Today: Resume</td>
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